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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  3.3.9.    Describe and order small sets of familiar objects by size, length or area using comparative language such as more, bigger, longer, shorter and taller.  **CT.K.3.3.9** Describe and order small sets of familiar objects by size, length or area using comparative language such as more, bigger, longer, shorter and taller.  **CC.K.MD.2** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.  **CC.K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)  **Classroom Routines Only**  2.1.1.    Represent quantities of up to 30 objects in a set. (CR Attendance)  **CC.K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).  **CC.K.CC.4a** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  **CC.K.CC.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle; or as many as 10 things in a scattered configuration; given a number from 1-20,  2.1.2 Compare sets of up to 30 objects and use the terms…..one more or one less than a given set. (Attendance)  **CC.K.CC.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)  2.2.7.    Count by rote to at least 30(Calendar)  **CC.K.CC.1** Count to 100 by ones and by tens. |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION**  **K.1.a.** Some properties can be observed with the senses, and others can be discovered by using simple tools or tests. |
| **GLE’s but not CCSS**  1.1.2.    Describe and make comparisons of qualitative and quantitative changes of a given pattern using terms such as warmer, softer, more, one more, less, one less, bigger, smaller, longer and shorter.  **Grade 2-- CC.2.OA.3** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.  **Grade 3-- CC.3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.  **Grade 4-- CC.4.OA.5** Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example: Given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.  1.1.3.    Recognize, reproduce, extend and create repeating patterns using movement, sounds, color, shapes, numbers and textures.(includes CR Patterns on a Pocket Chart)  **Grade 3-- CC.3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.  1.1.4.    Identify and extend visual, auditory and physical patterns to make predictions.  **Grade 4-- CC.4.OA.5** Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example: Given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.  3.3.6.    Recognize events that reoccur (at specific times of the day or week).(CR Calendar)  ????  3.3.7.    Locate yesterday, today, and tomorrow on a calendar to sequence events and use terms such as before and after to compare events.(CR Calendar)  ????  4.1.1.   Pose questions about objects and events in the environment that can be used to guide the collection of data. (Today’s Questions)  **Grade 2-- CC.2.MD.9** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. |
| **CCSS but not GLE’s** |